



Wisconsin Department of Public Instruction  
**PROCEDURAL COMPLIANCE SELF-ASSESSMENT**  
**IEP RECORD REVIEW CHECKLIST**  
PI-SA-RRR-IEP-001 (Rev. 07-14)

**INSTRUCTIONS:** Complete one copy for each student record selected for the sample. Retain at the district level. *For Local Use Only. Provided for documentation purposes. Use by the LEA is optional.*  
*\*Examples for Evidence of Student-Level Corrective Action (last column), include called parent on [date], no new IEP team meeting, etc.*

GENERAL INFORMATION		
Student Name <i>First and last</i>	School Level <i>Check one</i> <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High School	
Student Date of Birth <i>Mo./Day/Yr.</i>	Reviewer's Name <i>First and Last</i>	NOTE: When reviewing a record of a student who is an adult, substitute "adult student" for "parent" in all checklist items.

RECORD REVIEW CHECKLIST					
Item No.		Item Description	Standards & Directions	Required Student-Level Corrective Action	Evidence Of Student-Level Corrective Action*
IEP-1	<input type="checkbox"/> Yes <input type="checkbox"/> No	The student's parent attended the meeting(s) to develop or review the students IEP or participated by other means. Comment:	<p>The school must take steps to ensure that one or both of the parents of the student are present at the IEP team meeting or are afforded the opportunity to participate, including 1) notifying parents of the meeting early enough to ensure that they have an opportunity to attend; and 2) scheduling the meeting at a mutually agreed on time and place.</p> <p>If neither parent can attend, the school must use other methods to ensure parent participation, including individual or conference telephone calls.</p> <p>Look at the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) for the name of the parent listed as a participant. Also look on the I-3 to see that developing or revising the IEP is indicated as a purpose of the meeting. Consider the LEA's practices for documenting meeting attendance. If the LEA's practice is to list the participants on I-3 based on their actual attendance, consider the requirements met if the parent is listed as a meeting participant and one purpose of the meeting is IEP review or development. Some agencies enter the names of IEP team participants before the meeting is conducted. They use check marks or participants' initials to indicate attendance at the meeting. For such agencies, consider the requirement met if there is a check mark or initials indicating the parent attended and one purpose of the meeting is IEP review or development.</p> <p>If IEP review or development is not indicated on the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) as one purpose of the meeting, you may still be able to establish the purpose of the meeting. Look at the <i>Invitation to a Meeting of the IEP Team</i> (I-1) to see if IEP review or development is one purpose of the meeting. Then look at the meeting dates on the <i>Determination and Notice of Placement</i> (P-1 or P-2), the <i>Evaluation Report and IEP Cover Sheet</i> (I-3), and the <i>Invitation to a Meeting of the IEP Team</i> (I-1). The purpose of the meeting is established if:</p> <ul style="list-style-type: none"><li>the <i>Invitation to a Meeting of the IEP Team</i> (I-1) indicates IEP review or development as a purpose of the meeting; and</li><li>the meeting dates on the <i>Determination and Notice of Placement</i>, the <i>Invitation to a Meeting of the IEP Team</i>, and the <i>Evaluation Report and IEP Cover Sheet</i> all match.</li></ul>	Offer parents the opportunity to conduct a new IEP team meeting to develop or review the student's IEP. Document the results of the discussion with the parent and the decision reached. The department will verify correction of student-level noncompliance.	

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IEP-1 contd.		<p>If no parent attended the meeting or participated by other means, the parent participation requirement may still be met. If there is documentation the parents have agreed to participate in the IEP team meeting and the parents fail to arrive for the scheduled meeting, the meeting may proceed without the parents in attendance. Look for documentation that the parent agreed to the time and place of the meeting.</p> <p>The requirement may still be met even if the parent did not agree to participate in the meeting. Look at the bottom of the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) for documentation of at least three reasonable attempts to obtain the parent's participation. Examples include:</p> <ul style="list-style-type: none"> <li>records of telephone calls and the results of those calls (an unanswered telephone call in which no message has been left, does not count as a reasonable attempt);</li> <li>correspondence sent to parents, including e-mail, and any response received; and</li> <li>records of visits to the parent's home or place of employment and the results of the visits.</li> </ul>		
IEP-2	<input type="checkbox"/> Yes <input type="checkbox"/> No The student's parent attended the meeting to determine the student's placement or participated by other means. Comment:	<p>The school must take steps to ensure that one or both of the parents of the student are present at the IEP team meeting or are afforded the opportunity to participate, including 1) notifying parents of the meeting early enough to ensure that they have an opportunity to attend; and 2) scheduling the meeting at a mutually agreed on time and place.</p> <p>If neither parent can attend, the school must use other methods to ensure parent participation, including individual or conference telephone calls.</p> <p>Look at the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) for the name of the parent listed as a participant. Also look on the I-3 to see that determination of placement is indicated as a purpose of the meeting. Consider the LEA's practices for documenting meeting attendance. If the LEA's practice is to list the participants on I-3 based on their actual attendance, consider the requirements met if the parent is listed as a meeting participant and one purpose of the meeting is determining placement. Some agencies enter the names of IEP team participants before the meeting is conducted. They use check marks or participants' initials to indicate attendance at the meeting. For such agencies consider the requirement met if there is a check mark or initials indicating the parent attended and one purpose of the meeting is determining placement.</p> <p>If determination of placement is not indicated on the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) as one purpose of the meeting, you may still be able to establish the purpose of the meeting. Look at the <i>Invitation to a Meeting of the IEP Team</i> (I-1) to see if determination of placement is one purpose of the meeting. Then look at the meeting dates on the <i>Determination and Notice of Placement</i> (P-1 or P-2), the <i>Evaluation Report and IEP Cover Sheet</i> (I-3), and the <i>Invitation to a Meeting of the IEP Team</i> (I-1). The purpose of the meeting is established if:</p>	Offer parents the opportunity to conduct a new IEP team meeting to determine the student's placement. Document the results of the discussion with the parent and the decision reached. The department will verify correction of student-level noncompliance.	

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IEP-2 contd.			<ul style="list-style-type: none"><li>the <i>Invitation to a Meeting of the IEP Team</i> (I-1) indicates determination of placement as a purpose of the meeting; and</li><li>the meeting dates on the <i>Determination and Notice of Placement</i>, the <i>Invitation to a Meeting of the IEP Team</i> (I-1), and the <i>Evaluation Report and IEP Cover Sheet</i> all match.</li></ul> <p>If no parent attended the meeting or participated by other means, the parent participation requirement may still be met if any of the following is true:</p> <ul style="list-style-type: none"><li>there is documentation the parents agreed to participate in the IEP team meeting and the parents failed to arrive for the scheduled meeting. Look for documentation the parent agreed to the time and place of the meeting.</li><li>there is documentation the LEA made three reasonable attempts to convince the parent to participate in the meeting. Look at the bottom of the <i>Evaluation Report and Cover Sheet</i> (I-3) for documentation of at least three reasonable attempts to obtain parent participation.</li><li>There is documentation the parent informed the district they did not want to attend the meeting, and that they should proceed without their attendance.</li></ul>		
IEP-3		<div><input type="checkbox"/> Yes</div> <div><input type="checkbox"/> No</div> <p>The LEA conducted an IEP team meeting to develop or review and revise the IEP that included a local educational agency representative.</p> <p>Comment:</p>	<p>Examples include:</p> <ul style="list-style-type: none"><li>records of telephone calls and the results of those calls (an unanswered telephone call in which no message has been left, does not count as a reasonable attempt);</li><li>correspondence sent to parents, including e-mail, and any response received; and</li><li>records of visits to the parent's home or place of employment and the results of the visits.</li></ul> <p>Locate the <i>Evaluation Report and IEP Cover Sheet</i> (I-3). The requirements are met if an LEA representative attended the meeting. Some agencies enter the names of IEP team participants before the meeting is conducted. They use check marks or participants' initials to indicate attendance at the meeting. For such agencies consider the requirement met if there is a check mark or initials indicating the LEA representative attended and a purpose of the meeting is to develop or review or revise the IEP.</p> <p>If the LEA representative did not attend, the requirement may still be met. In two circumstances, IDEA 2004 permits required IEP team participants not to attend IEP team meetings, in part or in whole. First, a participant is not required to attend an IEP team meeting, in whole or in part, if the parent and the LEA agree in writing the attendance of the required participant is not necessary because the participant's area of the curriculum or related services is not being modified or discussed in the meeting.</p> <p>Second, a required participant may be excused from attending an IEP team meeting even if the meeting involves a modification to, or discussion of, the participant's area of the curriculum or related services. The required participant may be excused if, on or prior to the meeting date, the parent gives written consent and prior to the meeting, the excused participant submits to the parent and the IEP team written input into the development of the IEP.</p>	Offer to parent to conduct a new IEP team meeting with the LEA representative present. Document the results of the discussion with the parent and the decision reached. The department will verify correction of student-level noncompliance.	

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IEP-3 contd.		<p>The LEA cannot consent to the excusal of the LEA representative from an IEP team meeting if the individual is needed to ensure that decisions can be made at the meeting about commitment of LEA resources that are necessary to implement the IEP being developed, reviewed, or revised.</p> <p><i>See Question C-1, Questions and Answers on Individualized Education Programs, Evaluations, and Reevaluations, Revised June 2010, OSEP, at <a href="http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C3%2C">http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C3%2C</a></i></p> <p>If the LEA representative did not attend, locate form I-2, <i>Agreement On IEP Team Participant Attendance at IEP Team Meeting</i>. If the parent signed form I-2 on or prior to the meeting date, the requirement is met.</p>		
IEP-4	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The IEP contains a statement of the student's present levels of academic achievement and functional performance. Comment:</p> <p>Review the <i>Individualized Education Program: Present Level of Academic Achievement and Functional Performance</i> (I-4). There must be a statement identifying the student's present levels of academic achievement <b>and</b> functional performance related to educational needs.</p> <p>The statement should be written in language understandable to all, including the parent. The statement must address both academic achievement and functional performance.</p> <p><b>Academic Achievement</b> generally refers to a student's performance in academic content areas (e.g., reading, math, science, history). Academic achievement statements may include information about a student's performance compared to established grade level benchmarks or performance measures or in relation to district or school rubrics, screeners or progress monitoring tools used to track student achievement.</p> <p><b>Functional Performance</b> includes:</p> <ul style="list-style-type: none"> <li>Activities and skills not considered academic or directly related to a student's academic achievement on statewide assessments;</li> <li>routine activities of everyday living;</li> <li>skills needed for independence and performance at school, in the home, in the community, for leisure time, and for post-secondary and life-long learning;</li> <li>motor skills, personal care, school/work habits, home/community orientation; and</li> <li>behavior and interpersonal relationships.</li> </ul> <p>Sometimes the same statement may include both academic achievement and functional performance.</p> <p>Academic achievement and functional performance for early childhood children, aged 3 through 5, with IEPs may include information about positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs.</p>	<p>Conduct a new IEP team meeting to revise the IEP to include a statement of the student's present levels of academic achievement and functional performance.* The department will verify correction of student-level noncompliance.</p> <p>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.</p>	

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IEP-4 contd.			If, after conducting a review, the IEP team determines the student does not have deficits in functional performance, it is sufficient to document this in the student's IEP.		
IEP-5	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The IEP includes how the student's disability affects his or her involvement and progress in the general curriculum or for an early childhood (3-5) student in age-appropriate activities.</p> <p>Comment:</p>	<p>Review the <i>Individualized Education Program: Present Level of Academic Achievement and Functional Performance</i> (I-4) to see whether it includes a description of the impact of the student's disability on his or her progress and involvement in the general curriculum.</p> <p>The present level of educational performance must include <b>how</b> the student's disability affects his or her involvement and progress in the general curriculum. General curriculum is the same curriculum that is established for students without disabilities. General curriculum includes the subjects and curriculum areas adopted by each LEA, or schools within the LEA, that applies to all students within each general age grouping from early childhood (3-5) through secondary school.</p> <p>For an early childhood (3-5) student, the present level must address <b>how</b> the student's disability affects his or her participation in age-appropriate activities. "Appropriate activities" means activities that students of that chronological age typically engage in as part of a formal early childhood (3-5) program or in informal activities, for example coloring, pre-reading activities, play time, sharing time, listening to stories read by teachers or parents.</p> <p>A statement that just acknowledges that a student's disability impacts his/her performance is <b>not</b> sufficient. Look for statements that tell <b>how</b> the student's progress is impacted by the disability.</p>	<p>Conduct a new IEP team meeting to revise the IEP to include how the student's disability affects the student's involvement and progress in the general curriculum.* The department will verify correction of student-level noncompliance.</p> <p>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.</p>	
IEP-6	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	<p>The IEP teams must, in the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.</p> <p>Comment:</p>	<p>Locate <i>Individualized Education Program: Present Level of Academic Achievement and Functional Performance</i> (form I-4). Look under "Special Factors." If "no" is checked, enter "NA" (not applicable). If "yes" is checked or neither box is checked on I-4 under "Special Factors," locate <i>Individualized Education Program: Special Factors</i> (form I-5). If neither box is checked on I-4, and there is no form I-5, the IEP does <b>not</b> meet the standard and the requirement is <b>not</b> met. If there is an I-5, look at section A. If "no" is checked in section A, enter "NA" (not applicable). If "yes" is checked in section A, determine whether the IEP includes positive behavioral interventions, strategies, and supports to address the behavior impeding learning.</p> <p>An IEP that includes only negative measures, such as seclusion or restraint, suspension, or detention does <i>not</i> meet the standard.</p>	<p>Conduct a new IEP team meeting to consider the use of positive behavioral interventions and supports and other strategies to address behavior.* The department will verify correction of student-level noncompliance.</p> <p>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational</p>	

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IEP-6 contd.				agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.	
IEP-7	<input type="checkbox"/> Yes <input type="checkbox"/> No	The student's IEP includes a statement of measurable annual goals for the student. Comment:	<p>Review the <i>Individualized Education Program: Annual Goal</i> pages (Form I-6). All of the IEP annual goals must be measurable and include a level of attainment. The annual goal must address disability-related needs of the student. Goals such as “pass all classes” or “take classes to meet graduation requirements” apply to all students. They do not meet the standard because they do not address a student's specific disability-related needs.</p> <p>If a student is taking alternate assessments aligned to alternate achievement standards during the year the IEP is in effect, the IEP must include benchmarks or short-term objectives for all IEP annual goals. Benchmarks describe the amount of progress the student is expected to make within specific segments of the year. Short-term objectives break the skills described in the annual goal into discrete, measurable intermediate steps. There is no requirement to develop a goal for each alternate achievement standard.</p> <p>Review the <i>Individualized Education Program: Annual Goal</i> pages (Form I-6). Look at form I-7, <i>Individualized Education Program: Participation in Statewide Assessments</i>, to determine whether the student takes an alternate assessment aligned to alternate achievement standards. If a student is taking an alternate assessment, the requirement is met if there are benchmarks or short-term objectives for all annual goals.</p> <p>Sometimes the IEP team will develop benchmarks or short-term objectives even though the student will not participate in an alternate assessment. If there are benchmarks or short-term objectives associated with an annual goal, consider the annual goal to be measurable if a majority of the benchmarks or short-term objectives are measurable and include a level of attainment.</p>	<p>Conduct an IEP team meeting to revise the IEP to include a statement of measurable annual goals for the student, including academic and functional goals.* The department will verify correction of student-level noncompliance.</p> <p>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.</p>	
IEP-8	<input type="checkbox"/> Yes <input type="checkbox"/> No	The IEP includes a statement of how the student's progress toward achieving the annual goals will be measured. Comment:	Review the <i>Individualized Education Program: Annual Goal</i> pages (form I-6). For each of the annual goals, the IEP must identify <b>how</b> the student's progress is to be measured. Such methods may include the results of progress monitoring, observations, anecdotal notes, keeping a log, work samples, exams, assessments, or point sheets.	Conduct a new IEP team meeting to revise the IEP to include a statement of how the student's progress toward achieving the annual goals will be measured.* The department will verify correction of student-level noncompliance.	

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IEP-8 contd.			*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.	
IEP-9	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment. Comment:</p> <p>Each student must be educated, to the maximum extent appropriate, with non-disabled peers in regular education (or for early childhood (3-5) students, in age-appropriate settings).</p> <p>This requirement addresses <b>where</b> the student will be taught, <b>not what</b> he will be taught. Removal from the regular education environment must only occur when the student cannot be satisfactorily educated in that environment with the use of supplementary aids and services.</p> <p>The IEP team must decide whether the student will be full-time in the regular education environment. If not, the team must determine the extent of the removal and document it in the IEP.</p> <p>Look at the <i>Individualized Education Program: Program Summary</i>, form I-9, section V, "Participation in Regular Education Classes":</p> <ul style="list-style-type: none"> <li>If the IEP indicates the student <b>will</b> participate full-time with non-disabled students in regular education environments (or for early childhood (3-5) students, in age-appropriate settings), no further explanation is required.</li> <li>If the IEP indicates the student will <b>not</b> participate full-time in the regular education environment, there must be an explanation of the extent the student will not participate.</li> </ul> <p>The description of the extent, if any, to which the student will be removed from the regular education environment must be consistent with the statement of special education, related services, and supplementary aids and services in the IEP, including the anticipated frequency, amount, and location.</p>	<p>Conduct a new IEP team meeting to revise the IEP to describe the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.* The department will verify correction of student-level noncompliance.</p> <p>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.</p>	

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IEP-9 contd.			Sometimes the extent of removal is unclear because the location of the services is listed as <b>both</b> the regular and special education environment without a description of when removal will occur. e.g., "speech therapy 90 minutes per week in the regular classroom the resource room." If this is the case, the extent of removal is unclear and the requirement is not met.		
IEP-10	<div><input type="checkbox"/> Yes</div> <div><input type="checkbox"/> No</div>	<div>The statement of special education in the IEP includes anticipated frequency including the amount.</div> <div>Comment:</div>	<div>Look for documentation on the <i>Individualized Education Program: Program Summary</i>, (form I-9), section I. The services must be stated in the IEP so the level of the LEA's commitment of resources is clear to the parents and other IEP team members. The amount of time to be committed to each service must be appropriate to the specific service and stated in a manner that can be understood by all involved in developing and implementing the IEP. Whenever possible, the IEP should describe special education using daily allotments of hours or minutes. Where a student's disability and unique educational needs are such that it would not be appropriate to reflect the amount in a daily allocation, the IEP should identify specific allocations appropriate to the needed special education, preferably in weekly allotments. "20 minutes three times per week", "40 minutes per week" or "1 hour daily" are acceptable statements.</div> <div>In the case where it is impossible to describe special education services in daily or weekly allotments of time, the IEP must clearly describe the circumstances under which the service will be provided. Statements such as "as needed," "as deemed necessary," "when appropriate," or "available daily" do not make clear the LEA's level of commitment of resources. Specific objective criteria should be used to describe when a particular service will be provided. This makes it clear when the service must be provided.</div> <div>The amount of time may be stated as a narrow range, but only if the student's IEP team determines stating the amount of services as a narrow range is necessary to meet the unique needs of the student. A narrow range may not be used for administrative convenience, such as personnel shortages or uncertainty regarding the availability of staff. The range also cannot be unreasonably wide (generally not more than 15 minutes), because this does not provide a clear commitment of resources. For example, an acceptable description might be "three times per week for 30-45 minutes per session, depending on the student's ability to attend to the instruction.</div> <div>Stating the amount of service as a minimum and/or a maximum is not acceptable because it is not a clear commitment of resources, e.g., "a minimum of 15 minutes three times per week."</div>	<div>Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of special education.* The department will verify correction of student-level noncompliance.</div> <div>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.</div>	
IEP-11	<div><input type="checkbox"/> Yes</div> <div><input type="checkbox"/> No</div> <div><input type="checkbox"/> NA</div>	<div>The statement of related services, if any, includes anticipated frequency including the amount.</div> <div>Comment:</div>	<div>The IEP team must identify related services, if any are required, to assist the child to benefit from special education.</div> <div>Look for documentation on the <i>Individualized Education Program: Program Summary</i>, (form I-9), section II. The services must be stated in the IEP so the level of the LEA's commitment of resources is clear to the parents and other IEP team members. The amount of time to be committed to each service must be appropriate to the specific service and stated in a manner that can be understood by all involved in developing and implementing the IEP. Whenever</div>	<div>Conduct a new IEP team meeting to revise the IEP to include anticipated frequency, including the amount, of related services.* The department will verify correction of student-level noncompliance.</div>	

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Item No.		Item Description	Standards & Directions	Required Student-Level Corrective Action	Evidence Of Student-Level Corrective Action*
IEP-11 contd.			<p>possible, the IEP should describe related services using daily allotments of hours or minutes. Where a student's disability and unique educational needs are such that it would not be appropriate to reflect the amount in a daily allocation, the IEP should identify specific allocations appropriate to the needed related services, preferably in weekly allotments. "20 minutes three times per week", "40 minutes per week" or "1 hour daily" are acceptable statements.</p> <p>In the case where it is impossible to describe special education services in daily or weekly allotments of time, the IEP must clearly describe the circumstances under which the service will be provided. Statements such as "as needed," "as deemed necessary," "when appropriate," or "available daily" do not make clear the LEA's level of commitment of resources. Specific objective criteria should be used to describe when a particular service will be provided. This makes it clear when the service must be provided.</p> <p>The amount of time may be stated as a narrow range, but only if the student's IEP team determines stating the amount of services as a narrow range is necessary to meet the unique needs of the student. A narrow range may not be used for administrative convenience, such as personnel shortages or uncertainty regarding the availability of staff. The range also cannot be unreasonably wide (generally not more than 15 minutes), because this does not provide a clear commitment of resources. For example, an acceptable description might be "three times per week for 30-45 minutes per session, depending on the student's ability to attend to the instruction."</p> <p>Stating the amount of service as a minimum and/or a maximum is not acceptable because it is not a clear commitment of resources, e.g., "a minimum of 15 minutes three times per week."</p> <p>If the "no" box is checked, skip this item and enter "NA" (not applicable).</p>	<p>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the student's current IEP. 34 CFR §300.324(a)(4). Changes to a student's placement must be made through an IEP team meeting.</p>	
IEP-12	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	<p>The student's placement is determined at least annually.</p> <p>Comment:</p>	<p>The IEP team determines the special education placement for the student. The student's IEP team must meet at least annually to determine placement.</p> <p>Mark "NA" (not applicable) if the record being reviewed was an initial IEP placement and go on to the next item.</p> <p>For all other IEP records, locate the date of the IEP team meeting to determine the current placement on the <i>Determination and Notice of Placement (P-2)</i>. Next, locate the date of the IEP team meeting to determine the previous placement on the <i>Determination and Notice of Placement: Consent for Initial Placement (P-1)</i> or the <i>Determination and Notice of Placement (P-2)</i>. Compare the dates on the notices to verify no more than 12 months elapsed between the date of the IEP team meeting to determine the current placement, and the date of the IEP team meeting to determine the previous placement.</p> <p>A common error occurs when the LEA calculates the annual meeting requirement based on either the dates placement notices were sent or the dates the placement was implemented, rather than the dates of the IEP team meetings to determine placement. No more than 12 months may elapse between IEP team placement meetings.</p>	<p>If the IEP team has not determined placement within the last twelve months, then the IEP team must meet to determine placement. The department will verify correction of student-level noncompliance.</p>	

RECORD REVIEW CHECKLIST				
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IEP-13	<input type="checkbox"/> Yes <input type="checkbox"/> No <p>Following the development or revision of the individualized education program and prior to its implementation, the student's parent(s) were provided a notice of placement.            Comment:</p>	<p>Annually, an IEP team must meet to review the IEP. Parents must receive written notice, including a copy of their student's IEP, a reasonable time prior to its implementation. A draft IEP does not meet this requirement.</p> <p>Locate the <i>Determination and Notice of Placement: Consent for Initial Placement</i> (form P-1) or the <i>Determination and Notice of Placement</i> (form P-2). Look for the date the parents were provided with the notice and whether a box indicating they were provided a copy of the IEP is checked. To determine whether notice was provided timely, compare this date with the beginning date of IEP services at the top of the <i>Individualized Education Program: Program Summary</i>, (form I-9), and consider:</p> <ul style="list-style-type: none"> <li>• If the LEA mails notices and IEP to parents, consider the amount of time mail takes to go through the LEA's processing and mailing system.</li> <li>• If the LEA gives parents the placement notice and a copy of the IEP at the IEP team meeting, check the <i>Evaluation Report and IEP Cover Sheet</i> (form I-3) to see if the parents attended the meeting where the student's placement was determined. A draft IEP does not meet this requirement. Check the date of this IEP team meeting. Compare the IEP team meeting date with the date parents received the placement notice. If the parents attended the IEP team meeting, and the date the parents received the placement notice and the date of the IEP team meeting are the same, assume the parents were given the notice at the meeting. Check the beginning date of IEP services at the top of the <i>Individualized Education Program: Program Summary</i> (form I-9). If the beginning date of IEP services is on or after the date of the meeting where the parents received the placement notice, consider the requirement met.</li> </ul> <p>If the IEP was revised after, ensure that following its revision the parents were provided a notice. An IEP may be revised after the annual meeting. This may be done without conducting an IEP team meeting. If the IEP is revised without conducting a meeting, parents must be provided a notice and a copy of the revised IEP. Determine whether the IEP has been revised without a meeting. Look for form I-10-A, <i>Changes to IEP</i>, or other evidence of an IEP revision. Then look for form I-10-B, <i>Notice of Changes To IEP Without an IEP Team Meeting</i>, to determine whether a notice was provided to the parents with a copy of the revised IEP. For the requirement to be met, proper notice must be provided after the annual IEP review and following any subsequent IEP revisions.</p>	<p>If no notice was provided, then send a notice.</p> <p>If the notice was provided, but not before implementation of the IEP, no student-level corrective action is required. There must be evidence the parent received notice. The department will verify correction of student-level noncompliance.</p>	